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## Department of Education

# Courses of Study

## Grade XIII

# CHEMISTRY and BIOLOGY

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## CHEMISTRY, GRADE XIII

This course in Chemistry is a continuation of that prescribed in Grades XI and XII (Chemistry or Agriculture, Part II). It is outlined in detail in order to give the teacher a definite guide as to what topics should be studied. The number of periods (each of 40 minutes) given is merely a suggestion or guide as to the "depth" of treatment. Some topics might require more time while others could be shortened.

The sequence of topics as presented is suggested as a logical arrangement, but may be varied at the discretion of the teacher. The periodic classification of elements, for instance, may be taught whenever the teacher considers it most satisfactory. Fundamental principles and experimental work should be emphasized. Pupils should be encouraged to use books of reference.

### Review. (Twenty periods.)

In order to give pupils an opportunity to refresh their knowledge of laboratory technique and to review certain elementary chemical principles and equations, the following experiments are suggested:

- (1) The preparation and collection of oxygen and the formation of one acidic and one basic oxide.
- (2) The preparation and collection of hydrogen. Demonstration of the "reduction" of cupric oxide, using *dry* hydrogen.
- (3) The reduction of cupric oxide by powdered charcoal.
- (4) The preparation of acetylene and its complete and incomplete combustion.
- (5) The combustion of copper in sulphur vapour.

During the discussion of the above experiments, opportunities will occur for the review of (i) the states of matter, (ii) the characteristics of pure substances, mechanical mixtures and solutions, (iii) exothermic and endothermic reactions.

The preceding, or any other experiments, may be used as a basis for the study of the following:

Law of Reacting Weights

Molecular Weights

Gay-Lussac's Law of Combining Volumes.

### SIMPLE PROBLEMS:

- (a) To find (1) the reacting weight of an element from the composition of its oxide, (2) the simplest formula from the percentage composition, (3) the percentage composition of a compound from its formula.
- (b) To determine molecular formulae.
- (c) To calculate from equations representing reactions the proportion by weight and by volume of the pure substances involved in these reactions.

### Factors Affecting Rate of Reactions. (Five periods.)

A study of the effect of (1) heat, (2) light, (3) concentration, (4) surface area, (5) catalysis, on the rate of reaction.

The following experiments are suggested:

- (1) Heat; the gradual heating of crystals of ammonium dichromate by means of (a) the flame of a candle, (b) the flame of an alcohol lamp or Bunsen burner.
- (2) Light; the effect of light on freshly precipitated silver chloride.
- (3) Concentration; recall the burning of substances in air and in oxygen.
- (4) Surface Area; the addition of acid to equal weights of crystalline and of powdered washing soda.
- (5) Catalysis; recall the action of manganese dioxide on heated potassium chlorate.
- (6) The effect of various factors combined as shown by the action of oxalic acid and sulphuric acid on a solution of potassium permanganate.

**Equilibrium.**  
(Seven periods.)

Recall the vaporization of bromine in a stoppered bottle partly filled with liquid bromine (Change of State, Grade XI).

Equilibrium as illustrated by the vapour pressure of benzene and of water as determined by introducing a few drops of (1) benzene, (2) water, into the vacuum of a mercury barometer. The effect of changing the temperature in displacing the equilibrium should be shown (the barometer tube may be fitted into a Liebig condenser jacket and the temperature changed by hot or cold water).

Reversible reactions and conditions that affect equilibrium, as illustrated by (a) water  $\rightleftharpoons$  water vapour, (b) ice  $\rightleftharpoons$  water, (c) sugar (solid)  $\rightleftharpoons$  saturated solution of sugar, (d) hydrated copper sulphate  $\rightleftharpoons$  anhydrous copper sulphate and water, (e) calcium carbonate  $\rightleftharpoons$  calcium oxide and carbon dioxide, (f) solutions of ferric chloride and ammonium thiocyanate  $\rightleftharpoons$  ferric thiocyanate and ammonium chloride.

**Atoms and  
Molecules.**  
(Four periods.)

Recall the Law of Reacting Weights and Gay-Lussac's Law of Volumes; a brief discussion of the molecular and atomic theories in relation to these laws.

Review the "Conductivity of a Gas" (Physics, Grade XII) to show that an atom is not indivisible. In gases conducting an electric current an atom breaks into positively and negatively charged particles. The electron is common to all atoms and has negligible mass. The positively charged part (the nucleus) carries almost the whole mass. A concept of the structures of the hydrogen and chlorine atoms with respect to the nucleus and electrons (a plane projection of the Bohr concept is suggested).

Heavy water and the isotopes of hydrogen; isotopes of chlorine. Isotopes differ only in atomic weight (mass of the nucleus) and scarcely at all in properties (electron structure). Canadian production of uranium and radium. Characteristics of radio-active disintegration. Uses of radium.

**NOTE.**—It should be stressed that ideas of the arrangement of nucleus and electrons are constantly changing.

**The Theory of  
Ionization of Acids,  
Bases and Salts.  
(Eight periods.)**

A demonstration of the electrolysis of cupric chloride (using carbon electrodes), with an explanation in terms of charged particles.

Recall the structure of the hydrogen atom (one valence electron) and the chlorine atom (seven valence electrons).

A discussion of the formation of the hydrogen chloride molecule by the lending of the hydrogen electron to the chlorine atom to complete the stable octet.

The tendency of the hydrogen atom to lend an electron to form the hydrogen ion.

A discussion of the dissociation of hydrogen chloride when dissolved in water as giving rise to electrically charged particles or ions.

A discussion of the hydrogen ion as being the characteristic ion of acids, and of the properties of acids (taste, effect on litmus and other indicators, action on metals, etc.) as being due to hydrogen ions in the solution.

A discussion of the ionization and electrolysis of common salt solution and the importance of the products.

Experimental study of the equilibria: (a) cupric bromide molecules  $\rightleftharpoons$  cupric ions and bromine ions (as shown by change of colour on dilution), (b) barium chloride molecules  $\rightleftharpoons$  barium ions and chlorine ions (as shown by the addition of concentrated hydrochloric acid to a saturated solution of barium chloride).

A brief discussion of the measurement of degree of acidity in terms of hydrogen-ion concentration, and of degree of basicity in terms of hydroxyl-ion concentration.

The meaning of the terms "concentration" and "strength" (hydrogen-ion or hydroxyl-ion concentration) as applied to acids and bases.

**Neutralization.  
(Five periods.)**

Experiments to show the neutralization reaction between acids and bases: the products of the reaction—water, and a salt which is left as a residue on evaporation of the water.

A discussion of neutralization as being a quantitative reaction depending on the removal of the hydrogen ions and hydroxyl ions to form water.

Experiments to show the volumes of sulphuric acid, nitric acid and hydrochloric acid, respectively, which will be necessary to neutralize any known weight of sodium hydroxide or potassium hydroxide dissolved in any quantity of water.

**NOTE.—**The information (specific gravity, percentage by weight) given on the labels of acid bottles shows the relation between weight and volume.

A study of the ionic equations for several cases of neutralization; the negative ion of the acid and the positive ion of the base are unchanged.

Normal Solutions.  
(Five periods.)

Calculation of equivalent weights of sulphuric acid and of sodium hydroxide.

Preparation of N/1 solutions (normal solutions) of sulphuric acid and sodium hydroxide.

Experiment to show the proportion by volume in which the above N/1 solutions react to completion.

Simple problems based on neutralization equations.

The Hydrolysis  
of Salts.  
(Three periods.)

An experimental study of the reaction on litmus and phenolphthalein of aqueous solutions of (1) salts of a strong base and a weak acid, such as potassium carbonate, borax; (2) salts of a weak base and a strong acid, such as copper sulphate, aluminium chloride; (3) salts of a weak acid and a weak base, such as copper acetate; (4) salts of a strong acid and a strong base, such as sodium chloride.

Elements and  
Compounds.

The arrangement of the elements and compounds in the following groups is a suggested order of study, but teachers should feel at liberty to teach these in any order they may prefer. It may be found more convenient to study certain compounds with groups other than those with which they are listed; e.g., zinc sulphide could be studied with either Group II or Group VI.

While much of the work covered may seem a review, it is intended to correlate the data into a systematic study of the Periodic Classification. It is also intended that this should be an "*experimental study*," and the following experiments, with equations, might be considered the minimum.

Where commercial preparations are involved, emphasis should be placed on chemical principles rather than on the plant or the apparatus used. Pupils need not reproduce the diagrams of plant or apparatus.

GROUP I.  
Family "A".  
Sodium,  
Potassium.  
(Eight periods.)

An experimental study to show:

- (1) The action of sodium and potassium on water.
- (2) The Solvay method of producing sodium bicarbonate and sodium carbonate.
- (3) The use of sodium carbonate (a) to produce insoluble carbonates, (b) to soften water.
- (4) The production of ordinary saltpetre from sodium nitrate and potassium chloride.
- (5) Potassium permanganate as an "oxidizing agent" with sulphurous acid.

A brief discussion of the relationship between the uses and properties of sodium hydroxide, sodium chloride, sodium carbonate, sodium bicarbonate, potassium nitrate, sodium nitrate, potassium permanganate, and the similarity of sodium and potassium compounds.

Family "B".  
Copper,  
Silver.

Experiments to show the action of dilute and concentrated acids on copper, as illustrated by sulphuric acid.

A discussion of copper and silver to show such physical properties as conductivity and such chemical properties as inactivity with oxygen.

GROUP VII.  
Fluorine,  
Chlorine,  
Bromine,  
Iodine.  
(Eight periods.)

An experimental review of chlorine, bromine and iodine:  
(a) preparation from sodium or potassium compounds,  
(b) solubility in water, (c) bleaching action, (d) displacement,  
(e) action of chlorine with sodium, copper, and antimony,  
(f) action of iodine with phosphorus, (g) colour changes with starch solutions.

Experiments to show the action of concentrated sulphuric acid on sodium (or potassium) chloride, bromide, and iodide.

Discussion of the similarity, (a) in the method of preparation of chlorine, bromine, and iodine, (b) (by reference to formulae only) of their hydrides, (c) the sodium and potassium salts of the aqueous solutions of their hydrides and of their oxygen acids (by reference to formulae only).

Discussion of the gradation of the properties of chlorine, bromine and iodine under (a) physical state, (b) colour, (c) atomic weights, (d) solubility in water, (e) activity, (f) stability of their hydrogen compounds.

A brief reference to fluorine as the most active member of this group.

Principles of the  
Periodic System.  
(Four periods.)

From the study of the elements and compounds of Groups I and VII, discuss the orderly arrangement of the elements in the Periodic Classification.

Stress the importance of this table in the systematic study of chemistry.

Extension of the above to show (i) the law of octaves in relation to the theory of stable octets, and (ii) that related elements in the Periodic Table have similar arrangements of outer electrons and that the valence relations depend on the giving and taking of electrons to form stable electron shells.

GROUP II.  
Family "A".  
Calcium,  
Magnesium.  
(Seven periods.)

Experiments to show:

- (1) The passing of carbon dioxide into limewater to give (a) calcium carbonate, (b) calcium bicarbonate.
- (2) The action of calcium, calcium oxide, calcium carbide, plaster of Paris—with water.
- (3) The deliquescence of calcium chloride.

A discussion of the commercial preparation and uses of calcium carbide and calcium cyanamide.

A brief discussion of the relationship between the uses and properties of calcium carbonate, calcium oxide, calcium hydroxide, calcium chloride and gypsum.

A study of the physical properties and uses of magnesium.

A brief reference to the similarity in the properties of magnesium and calcium compounds (e.g., oxides, hydroxides, and carbonates).

**Family "B".**  
**Zinc.**

Experiments to show:

- (1) The action of a weak base, such as ammonium hydroxide, on a soluble zinc salt to give zinc hydroxide.
- (2) The "amphoteric nature" of zinc hydroxide—by the addition of a strong base and of a strong acid.

A study of the physical properties and uses of zinc.

A brief discussion of the relationship between the uses and properties of zinc oxide and zinc sulphide.

**GROUP III.**  
**Aluminium.**  
**(Four periods.)**

Experiments to show:

- (1) The action of acids and of a strong base on powdered aluminium.
- (2) The precipitation of aluminium hydroxide and demonstration of its amphoteric nature by the addition of (a) a strong acid and (b) a strong base.
- (3) The reaction of a solution of aluminium sulphate with a solution of sodium bicarbonate.

A brief discussion of the physical properties of aluminium and its importance as a metal.

A brief consideration of the properties and uses of aluminium sulphate in (a) foam-type fire extinguishers, (b) clearing turbid water, (c) as a mordant.

**GROUP IV.**  
**Carbon, Silicon,**  
**Tin, Lead.**  
**(One period.)**

A brief reference to the position of these elements in the Periodic Classification, as midway between Group I and Group VII.

Discuss the transition from non-metallic carbon to metallic lead: (i) in physical properties, and (ii) the acidic and basic properties of their oxides.

**GROUP V.**  
**Nitrogen,**  
**Phosphorus,**  
**Arsenic, Antimony,**  
**Bismuth.**  
**(Seven Periods.)**

An experimental review of ammonia: (a) preparation, (b) solubility, (c) basic properties of its aqueous solution.

Review the preparation of nitric acid (Grade XII).

Experiments to show the oxidizing action of nitric acid on (a) red lead, (b) sulphur.

Experiments to show the preparation of the oxides of phosphorus by burning phosphorus in air, and the formation of phosphoric acid with water.

A demonstration of the properties of the red and yellow allotropes of phosphorus, to show (a) physical properties, (b) kindling temperatures, (c) solubility in carbon disulphide.

A discussion of the industrial production and uses of ammonia (Haber process).

A brief discussion of the relationship between the uses and properties of nitric acid, superphosphate of lime, lead arsenate (insecticides).

Reference to the gradual transition from non-metallic nitrogen to metallic bismuth, and consideration of the similarities (in formulae only) of the oxides and hydrides within the group.

**GROUP VI.**  
**Sulphur, Oxygen.**  
(Seven periods.)

An experimental review of sulphur dioxide: (a) preparation, (b) properties and uses of its aqueous solution.

Experiments to show (a) the oxidizing action of concentrated sulphuric acid on zinc, (b) the dehydrating action of sulphuric acid on sugar or wood, (c) the use of concentrated sulphuric acid in the preparation of other acids.

(a) Demonstration of the preparation and properties of hydrogen sulphide; (b) experimental use of an aqueous solution of hydrogen sulphide (previously prepared by instructor) to precipitate the *sulphides* of copper, silver, zinc, lead, arsenic, and antimony—from solutions of their salts.

Reference to the use of ammonium sulphide in precipitating sulphides which are soluble in dilute acids (e.g., zinc sulphide).

A brief discussion of the similarity in the chemical behaviour of sulphur and oxygen, as shown by their union with hydrogen and metals to form the sulphides and oxides respectively.

A discussion of (a) the principles involved in the production of sulphuric acid by the Contact Process, and (b) the properties and uses of sulphuric acid.

**GROUP VIII.**  
**Iron, Nickel,**  
**Platinum.**  
(Four periods.)

Experiments to show.

- (1) The preparation of a ferrous salt by the action of dilute hydrochloric acid on iron.
- (2) The preparation of a ferric salt by the action of dilute hydrochloric acid on ferric oxide.
- (3) The precipitation of ferrous and ferric hydroxides from their corresponding salt solutions.
- (4) The change from ferrous to ferric compounds, as shown by (a) the action of air on ferrous hydroxide, (b) the action of chlorine on a solution of ferrous chloride.
- (5) The change from ferric to ferrous compounds, as shown by the action of nascent hydrogen, produced by iron and hydrochloric acid, on a solution of ferric chloride.

A brief reference to the position of iron, nickel, and platinum in the Periodic Classification.

**Oxidation and Reduction.**  
(Three periods.)

Review (1) oxidation in terms of direct union with oxygen; (2) reduction in terms of the removal of oxygen.

By reference to the experimental work of Group VIII, show that oxidation and reduction can be explained in terms of a change in valence.

Discussion of oxidation as applied to direct union of a metal with any non-metallic element such as sulphur and chlorine.

(a) Recall other oxidizing and reducing agents met previously: potassium permanganate, nitric acid, sulphuric acid, sulphurous acid, carbon; (b) reference to other oxidizing and reducing agents, such as hydrogen peroxide, carbon monoxide, and aluminium (Thermite).

Tests for  
Common Ions.  
(Five periods.)

Solubility rules for solutions of the following salts should be memorized: nitrates, chlorides, carbonates, sulphates, and all salts of sodium, potassium and ammonium.

The detection of the following ions in solution: lead, silver, copper, ferrous, ferric, aluminium, zinc, ammonium, nitrate, sulphate, chloride, bromide, iodide, carbonate.

The flame tests for sodium, potassium, calcium.

NOTE.—Explanations of complicated tests for such ions as ferrous, ferric, copper, nitrate, etc., are not essential.

Electrochemical  
Series.  
(Three periods.)

Recall relative activity of metals such as sodium, calcium, magnesium, zinc, iron, copper, silver with oxygen, water and dilute acids.

Experiments to show displacement of metals from solutions of their salts.

A brief discussion of the electrochemical series (activity series).

Metallurgy.  
(Ten periods.)

Occurrence of chemically active metals in combined state.  
Occurrence of less active metals in either combined state or free in nature.

Principle of concentration by flotation and sedimentation.

General methods of extraction:

- (a) Roasting—sulphides or carbonates of zinc, lead, nickel.
- (b) Reduction—oxides of iron, lead, zinc, chromium.
- (c) Electrolysis—aluminium, sodium.

Purification by electrolysis—copper, gold.

Metallurgy of iron; blast furnace. Meaning of such terms as smelting, flux, slag, pig iron, wrought iron.

Steel: Bessemer converter, or open-hearth furnace.

Iron alloys such as stainless steel, tool steel, armour plate.

A brief discussion of heat treatment in tempering of steel.

Colloids.  
(Four periods.)

Illustration of the rate of sedimentation and particle size by an experiment such as the following: Shake some sandy loam soil with water in a tall jar and observe the relationship between the time taken for order of deposition and size of particles as indicated by the stratification of the deposit.

A demonstration of the preparation of colloidal dispersions such as starch in water or arsenic trisulphide in water and

the presence of the diffused particles shown by a beam of light—Tyndall effect.

Show that the dispersion will pass through a filter paper and still exhibit the Tyndall effect.

Comparison of the properties of solutions and suspensions, and show from the properties of a colloidal dispersion such as arsenious sulphide that it lies in an intermediate position.

Common occurrence of colloids such as protoplasm in plant and animal cells, egg white, jellies, glue, clay, fog, smoke, skim milk and homogenized milk.

**NOTE.**—The molecular formulae of the compounds marked with an asterisk (\*) are the only ones required. Only a brief discussion of the commercial preparations of organic compounds is expected, except where experiments are indicated.

A brief review of carbon and its compounds. Reference to the division of chemistry into Organic and Inorganic Chemistry. Organic compounds when completely oxidized form carbon dioxide and water.

#### HYDROCARBONS:

Methane\*. Occurrence and uses of methane. The methane series (paraffins). A brief discussion of the structural formulae of the members of this series to show their relationship, and likewise the substitution derivatives of methane—methyl chloride\*, chloroform\* and carbon tetrachloride\*.

Petroleum. A demonstration to show fractional distillation by the separation of methyl alcohol, water and caramel, or some non-volatile colouring matter. A discussion of the fractional distillation and refining of petroleum into naphthas, kerosene, lubricating oils and vaseline.

Acetylene series. The preparation, properties and uses of acetylene\*. A brief discussion of the acetylene series.

#### CARBOHYDRATES:

A brief discussion of the composition and properties of carbohydrates—sugars, starch and cellulose, and of their production in plants by photosynthesis.

Sugars. Sucrose\*—experiment to show inversion into simple sugars such as glucose\*. Lactose\*.

Oxidation (burning) of glucose within living cells with liberation of energy (metabolism).

Starch\*. Characteristics of starch. Hydrolysis of starch into simple sugars such as glucose. Reference to action of saliva on starch.

Cellulose\*. Characteristics of cellulose. Cellulose products—nitrates, rayon, cellophane.

#### ALCOHOLS:

Relationship of structural formula of alcohols to the hydrocarbons. General properties of alcohols.

Methyl alcohol\*. Discussion of preparation by (a) destructive distillation of hard wood, (b) synthetic method from carbon monoxide and hydrogen. Properties and commercial uses.

Ethyl alcohol\*. Experiment to show the preparation of ethyl alcohol by the action of yeast on a 10% glucose solution (corn syrup diluted).

Glycerol (as an alcohol).

#### ORGANIC ACIDS:

A brief discussion of organic acids; fatty acid series. Reference to preparation and uses of acetic acid.

Reference to the acids of other series—lactic acid, oxalic acid, tartaric acid and citric acid.

#### OILS AND FATS:

Recall the properties and tests for fats (Grade X).

A brief discussion of animal and vegetable oils and fats as esters of fatty acids.

Soap and soap making. Hydrogenation of oils (olein). An experiment to show the emulsifying power of soap. The cleansing action of soap. Experiment to show the action of hard water on soap.

#### PROTEINS:

Complex organic compounds containing nitrogen.

Recall the properties and tests for proteins (Grade X).

Examples: hair, flesh, natural silk, legumes, milk (casein and albumin), gelatin, egg white.

#### RECOMMENDED TEXT-BOOKS

High School Chemistry. Bruce. Renouf Publishing Co.

Chemistry at Work. McPherson and Henderson. Ginn & Co.

A First Book in Chemistry. Bradbury. Ryerson Press.

Senior Chemistry for Canadian High Schools and Colleges. Cornish. Copp, Clark Co., Ltd.

Introductory College Chemistry. Alexander Smith. Ryerson Press.

General Chemistry for Colleges. Briscoe. Renouf Publishing Co.

Dominion High School Chemistry. Bigelow, Morehouse. Macmillan Co.

Elementary Chemistry. Book II, Littler. Clarke, Irwin and Co.

## BOTANY—(Revised)

Practical study of the types mentioned below; observational drawings are essential.

### **Angiosperms.**

The practical study of representatives of the seed plants of the locality as a basis of classification, including at least one member of each of the following families: Liliaceae, Ranunculaceae, Cruciferae, Rosaceae, Leguminosae, Aceraceae, Scrophulariaceae, Compositae. The characteristics of each family should be studied.

### **Morphology and Physiology.**

Plant cells: study of a normal cell and a plasmolysed cell.

Structure and general functions of the following plant organs: leaf, root, stem, flower, seed, fruit.

Pollination and adaptations for cross-pollination. Fertilization and the formation of embryo and endosperm. Development of the fruit; classification of fruits. Study of bean and maize seeds. Sexual and asexual reproduction.

A study, by means of sections, of the cellular structure of the leaf, and of the relative arrangement of the more important tissues and tissue systems of the stem and root of bean and maize, or of any other typical dicotyledon and monocotyledon.

Storage forms of roots, stems and leaves. Comparison of roots and stems.

Experiments to show diffusion, osmosis, plasmolysis, respiration (as in germination of seeds), photosynthesis (production of starch, oxygen), transpiration, geotropism, phototropism, regions of growth (elongation) in stem and root.

### **Cryptogams and Phanerogams.**

The practical study of representatives of the chief plant divisions, with special emphasis on reproduction *throughout*. In the case of each plant selected, the general characteristics of the group to which it belongs should be studied.

#### **(1) Thallophytes:**

Structure and mode of life of spirogyra, a mushroom, a lichen.

Distribution and economic importance of bacteria. Carbon and nitrogen cycles. Microscopic structure of the yeast plant; economic importance.

Recognition, mode of life, economic importance and control of the following parasitic fungi: grain rust *or* pine rust, apple scab *or* black knot.

#### **(2) Bryophytes:**

A liverwort *or* a moss.

#### **(3) Pteridophytes:**

A fern.

(4) Spermatophytes:

A gymnosperm.

Reference to angiosperm reproduction.

Ecology.

Relation of plants to their environment with regard to the following factors:

- (a) Climatic: atmospheric factors—light, temperature, wind, humidity, precipitation.
- (b) Soil: texture, soil solutes, available water, air, temperature.
- (c) Biotic: competition among different species of plants, grazing, parasitic diseases, harmful and beneficial insects, soil bacteria, earthworms.

Heredity.

The relative effects of environment (nutrition, light, water) on the growth of plants.

Mendel's experiments with pea plants of contrasting characters to show (1) that the first generation is like one parent, (2) that the second generation is in three-to-one ratio.

Dominant and recessive characters; segregation.

Blending or incomplete dominance (snapdragon, four-o'clock).

Chromosome theory of inheritance; the gene.

Brief reference to cell division and chromosome reduction.

#### REFERENCE BOOKS

Elements of Botany. Holman and Robbins. Renouf Publishing Co.

Biology. Moon and Mann. Clarke, Irwin & Co.

Science of Living Things. Weymouth. Clarke, Irwin & Co.

Principles of Botany. Bergen and Davis. Ginn & Co.

\*Biology. Hunter, Walter and Hunter. W. J. Gage & Co.

\*The Plant World. Fuller. Clarke, Irwin & Co.

\*Teacher's references.

## ZOOLOGY—(Revised)

Practical study of the external form of all types, and the dissection or study of prepared specimens (or models), as specified below. Observational drawings are essential.

In the case of each of the following animals, the characteristics of the group to which it belongs should be studied.

**Protozoa.** Amoeba (or paramoecium): practical study of the living animal—habitat, movements, structure, functions and life history.

**Annelida.** Earthworm: practical study of the living animal—habitat, habits, external features, locomotion. Dissection to show internal organs. (Physiological processes and details of circulation not required.) Study of a cross-section posterior to the gizzard. External respiration.

**Arthropoda.** Crustacea: practical study of a living crayfish—habitat, habits, locomotion. Segmentation and external features, including appendages and their functions (omitting details of mouth parts). Organs and mode of breathing. Life history.

Insecta:

- (a) Grasshopper: practical study of the living animal—habitat, habits, locomotion. Segmentation and external features, including appendages, mouth parts, wings, and organs of respiration. Mode of breathing. Life history. Characteristics of Orthoptera.
- (b) May beetle, monarch butterfly, mosquito, dragonfly, squash bug, ichneumon fly: life history; external features, only in so far as they serve to establish the classification of these insects into their respective orders: Coleoptera, Lepidoptera, Diptera, Odonata, Hemiptera and Hymenoptera.

Arachnida: practical study of the main external features of a spider as a basis for comparison with an insect. Breathing. Reference to the web and its uses.

**Vertebrata.** Pisces: practical study of a living fish, e.g., a perch or a goldfish—uses of fins, breathing, feeding. External features, with special attention to adaptation to environment and habits. Organs of respiration and circulation. Reproduction.

Amphibia: practical study of a living frog—external features, breathing, locomotion, circulation of blood through the web of the foot, or tail of a tadpole. Practical study of skeleton (omitting details of skull). Dissection to show organs of respiration, circulation, digestion, excretion and reproduction. Functions of these organs. The central nervous system: brain, dorsal view; spinal nerves. Life history.

Reptilia: practical study of a snake—external features, including mouth parts, with special reference to environment and to habits.

Aves: practical study of a bird—external features, plumage and skeleton. Adaptations to flight, with special reference to the form, skeleton, and organs of respiration. Digestion. Mammalia:

- (a) A brief survey of the mammals to show the basis of classification (Rodentia, Ungulata, Carnivora, Primates). A study of a mammalian skeleton (omitting details of skull).
- (b) A study of the physiology of man. A brief outline which covers approximately twenty per cent of the time available for zoology, and which embodies the principles of nutrition, respiration, circulation, excretion, co-ordination and control. An idea of the depth of treatment may be gained from the suggested time allotment, but, as a guide to the organization of this unit, a detailed topical outline is here appended.

## APPENDIX

Physiology of Man.

Organization of the body into cells, tissues, organs, systems. Metabolism—meaning, processes, measurement of metabolic rate.

Nutrition.

Meaning; need for food, types of food.

Digestion—significance of digestion, general plan of digestive tract; mechanical processes, i.e., action of teeth, swallowing, movements of stomach and intestines; chemical processes, i.e., glands and secretions, kinds and role of enzymes, digestion in mouth, stomach, duodenum, small intestine, functions of liver and pancreas.

Absorption—in small and large intestine, villi, absorption of fats, proteins, carbohydrates.

Transportation of food—by blood, lymph, lacteals.

Storage of food—body fats, glycogen.

Assimilation—building of protoplasm.

Respiration.

Oxidation with release of energy; respiration vs. breathing. Breathing organs; nature of lungs, alveoli, moist surface, diffusion of oxygen and carbon dioxide, role of haemoglobin. Mechanics of breathing; composition of inhaled and exhaled air; regulation of breathing determined by carbon dioxide in blood.

Ultimate zone of respiration is the living cell.

Circulation.

Use of transportation system; composition of blood; changes in colour of blood—haemoglobin, oxyhaemoglobin.

Heart and its action; nature of arteries, capillaries, veins; blood pressure, nature of pulse.

Nature and purpose of: pulmonary circulation, systemic circulation, hepatic portal, coronary circulation of heart, lymph. (NOTE.—Only the general plan of each part of the

system and the names of a few of the chief arteries and veins are expected.)

Special blood functions: blood clotting, resistance to disease, regulation of heat.

**Excretion.**

Meaning of excretion, nature of waste products.

Chief organs of excretion, kidneys, lungs, skin; twofold action of kidneys—filtering and reabsorption; ureters, bladder.

**Co-ordination  
and  
Control.**

Chemical regulation by endocrine glands—thyroid, adrenal, pancreas, pituitary.

Nervous regulation—nervous systems, central, autonomic, peripheral (nerves), functions of cerebrum, cerebellum, medulla and spinal cord.

Neuron, reflex arc.

Sense organs—eye, ear.

**REFERENCE BOOKS**

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W. J. Gage & Co.

Science of Living Things. Weymouth. Clarke, Irwin & Co.

\*Biology. Hunter, Walter and Hunter. W. J. Gage & Co.

\*Teacher's reference.





